



Safeguarding & Child Protection Policy

This policy has been adapted from the model policy issued by Peterborough LA in July 2019.

Adapted by D Shaw – Safeguarding & Welfare Manager

Nominated Governor – Mr Chris Marshall

Head Teacher – Mr Adam Brewster

Review date – September 2020



SAFEGUARDING AND CHILD PROTECTION POLICY FOR **Heltwate School**

This policy has been adapted from the model Child Protection and Safeguarding Policy issued by Peterborough LA in July 2019.

Role	Name	Signature	Date
Head teacher	Mr Adam Brewster		
Chair of Governing Body	Mr Chris Marshall		

Date for review - September 2020, and annually thereafter.



Key School Contacts

The key Contact list for safeguarding at Heltwate School is as follows;

Role	Name	Telephone contact	Email contact
Designated Safeguarding Lead	Mr Adam Brewster (Head teacher)	(01733) 262878	a.brewster@heltwate.net
Deputy Designated Safeguarding Lead	Mrs Alison Ashworth (Deputy Head teacher)	(01733) 262878	a.ashworth@heltwate.net
Safeguarding Team members	Mrs Kim Phillips (Assistant Head) Main site Ms Kerry Cole (Post 16 Lead) St George's site Mrs Debbie Shaw (Safeguarding & Welfare Manager)	(01733) 262 (01733)262878 (01733) 262878	k.phillips@heltwate.net k.cole@heltwate.net d.shaw@heltwate.net
SPOC (for all Prevent referrals)	Mr Adam Brewster	(01733) 262878	a.brewster@heltwate.net
Safeguarding Governor	Dr Brendan Pearmain	(01733) 262878	Contact can be made via Clerk to the Governing Board - Mrs Leigh Bowes as follows; l.bowes@heltwate.net

Key Local Authority Contacts

Role	Name	Telephone contact	Email contact
Contact Centre	Children's Social Care	(01733) 864170	
Out of hours	Social Care	(01733) 234724	
MASH (Multi Agency Safeguarding Hub)	Police Child Abuse Investigation Unit	(01480) 847743 or 101/999 (in an emergency)	Mash.cp@cambs.pnn.police.uk
Early Help		(01733) 863649	helpwithcaf@peterborough.gov.uk
LA Designated Officer (LADO)	Gisela Jarman	(01733) 864042	Gisela.jarman@peterborough.gov.uk



INTRODUCTION

Heltwate School is a maintained and post 16 provision catering for the needs of children and young adults from the age of 4 to 19 years of age with a wide range of SEND. We fully recognise our responsibility under section 157 of the Education Act 2002 to have arrangements in place to safeguard and promote the welfare of the students in our care.

The statutory guidance, information and expectations stated within this policy apply equally to the school's main site at North Bretton, Peterborough. PE3 8RL, as well as our Heltwate St George's site at Lawn Avenue, Dogsthorpe, Peterborough. PE1 3RB.

This responsibility is more fully explained in the statutory guidance for schools and colleges '[Keeping Children Safe in Education](#)' (September 2019). All staff must be made aware of their duties and responsibilities under Part one of this document which are set out below.

Staff should read the above document together with 'Annex A' of '[Keeping Children Safe in Education](#)' (September 2019) and '[What to do if you're worried a child is being abused: Advice for practitioners](#)' (March 2015).

Through their close day-to-day contact with pupils and direct work with their families, all staff in school have a responsibility to:

- Identify concerns early to prevent them from escalating
- Provide a safe environment in which children can learn
- Identify children who may benefit from Early Help
- Know what to do if a child tells them he/she is being abused or neglected
- Follow the referral process if they have a concern (See [Keeping Children Safe in Education, 2019, flowchart p16](#))

This policy sets out how the school's governing body discharges its statutory responsibilities relating to safeguarding and promoting the welfare of children who are pupils at the school. Our policy applies to all staff, paid and unpaid, working in the school including governors. Teaching assistants, office staff, placement students and volunteers as well as teachers can be the first point of disclosure for a child. Concerned parents/carers may also contact the school and its governors.

It is also consistent with the **Safeguarding Children Partnership Board** procedures



There are **four** main elements to our policy:

PREVENTION, through the teaching and pastoral support offered to pupils and the creation and maintenance of a whole school protective ethos

PROCEDURES for identifying and reporting cases, or suspected cases of abuse. The definitions of the four categories of abuse are attached (see Appendix A)

SUPPORTING VULNERABLE CHILDREN, particularly those who may have been abused or witnessed violence towards others

PREVENTING UNSUITABLE PEOPLE WORKING WITH CHILDREN Processes are followed to ensure that those who are unsuitable to work with children are not employed.

This policy is available to parents on request and is available on the school website at www.heltwate.co.uk.

1. PREVENTION

- 1.1.** We recognise that for our students, high self-esteem, confidence, supportive friends and good lines of communication with a trusted adult helps to protect children.
- 1.2.** We will therefore:
 - 1.2.1** establish and maintain an environment where children feel safe, including in a digital context, and where they are encouraged to talk and are listened to.
 - 1.2.2** ensure children know that there are adults in the school whom they can approach if they are worried or in difficulty and that their concerns will be taken seriously and acted upon as appropriate;
 - 1.2.3** As an 'all years' SEND provision catering for students from the age of 4 – 19 years, we will endeavour to:

Incorporate into the curriculum, activities and opportunities which equip our students with the skills they need to stay safer from abuse in all contexts.

In Reception, KS1 & KS2 whenever appropriate, this may include but is not limited to:

- How to recognise if family relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable...and how to seek help or advice from others, if needed.

- The importance of permission-seeking and giving in relationships with friends, peers and adults.
- That some people behave differently online, including by pretending to be someone they are not.
- The rules and principles for keeping safe online, how to recognise risks, harmful context and contact and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to get advice e.g. family, school and/or other sources.

1.2.4 In KS3, KS4 & KS5, where appropriate, we will:

Incorporate into the curriculum, activities and opportunities which equip our students with the skills they will need to stay safer from abuse in all contexts, including, but not limited to:

- How to determine whether other children, adults or sources of information are trustworthy, judge when a family, friend, intimate or other relationship is unsafe and how to seek help or advice.
- The characteristics of positive and healthy friendships
- That some types of behaviour within relationships are criminal, including violent behaviour and coercive control
- What constitutes sexual harassment and sexual violence and why these are always unacceptable
- About online risks, including that any material someone provides has the potential to be shared online and the difficulty of removed potentially compromising material placed online
- What to do and where to get support to report material or manage issues online
- The impact of viewing harmful content
- That specifically explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves

in relation to others and negatively affect how they behave towards sexual partners.

- That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail
- The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM and how they can affect current and future relationships.
- How people can actively communicate and recognise consent from others, including sexual consent and how and when that can be withdrawn (in all contexts including online).

1.2.5 engage fully in the Early Help process to maximise the opportunity for timely intervention;

1.2.6 include in the curriculum, activities and opportunities which equip children with the skills they need to stay safer from abuse both in the real and the virtual world and information about who to turn for help;

1.2.7 include, in the curriculum, material which will:

- help children develop realistic individual attitudes to the responsibilities of adult life, particularly with regard to child care and parenting skills where appropriate;
- reinforce essential skills for every child to include self-esteem and confidence building, thinking independently and making choices and assessments of risk based on their own judgements;
- embed online safety at every relevant opportunity;

1.2.8 ensure that wherever possible, every effort will be made to establish effective working relationships with parents and carers and with colleagues from partner agencies.

1.3 Prevention of Peer on Peer Abuse

We recognise that peer on peer abuse can manifest itself in many ways. This can include but is not limited to bullying, cyberbullying, sexual violence, sexual harassment, being coerced to send sexual images (sexting), teenage relationship abuse, physical abuse and upskirting.

1.3.1 All forms of peer on peer abuse are unacceptable and will be taken seriously.

The school will therefore:

- 1.3.2 Create a whole school protective ethos in which peer on peer abuse, including sexual harassment will not be tolerated.
- 1.3.3 Provide training for staff about how to recognise and respond to peer on peer abuse, including raising awareness of the gendered nature of peer abuse, with girls more likely to be victims and boys perpetrators.
- 1.3.4 Ensure that staff do not dismiss instances of peer on peer abuse, including sexual violence and sexual harassment as an inevitable part of growing up.
- 1.3.5 Include within the curriculum, information and, materials that support children in keeping themselves safe from abuse, including abuse from their peers and online.
- 1.3.6 Provide high quality Relationship and Sex Education (RSE), including teaching about consent.
- 1.3.7 Ensure that staff members follow the procedures outlined in this policy when they become aware of peer on peer abuse.

2. PROCEDURES

- 2.1 We will follow the procedures set out in the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter-Agency Procedures'. A copy of these procedures can be found on their website: <http://www.safeguardingcambspeterborough.org.uk/children-board/>

The Designated Safeguarding Lead for Child Protection is:

Mr Adam Brewster – Head Teacher

- 2.2.2 The following members of staff have also received the Designated Safeguarding training:

Mrs Alison Ashworth – Deputy Head Teacher

Mrs Kim Phillips Assistant Head Teacher

Mrs Kerry Cole – KS5 Lead (St Georges site)

Mrs Debbie Shaw – Safeguarding & Welfare Manager

- 2.2.3 The nominated governor for Safeguarding and Child Protection is:

Dr Brendan Pearmain

The Governing board will:

- 2.3.1 Appoint a senior member of staff, from the leadership team, to the role of Designated Safeguarding Lead (DSL). The DSL will take lead responsibility for safeguarding and child protection. Whilst the activities of the DSL can be delegated to appropriately trained deputies, (Deputy Designated

Safeguarding Lead, DDSL), the lead responsibility for child protection remains with the DSL and cannot be delegated.

- 2.3.2** Ensure that the role of the DSL and the DDSLs is explicit in the role holder's job description.
- 2.3.3** Ensure that the DSL has the appropriate status and authority within the school to carry out the duties of their post. Give the DSL the time, funding, training, resources and support to provide advice and support to other staff on child welfare and child protection matters. (See 'Keeping Children Safe in Education, Annex B'). Ensure that the DSL and their deputies have undertaken the required two-day training provided by the Education Safeguarding Team and that this training is updated **at least every two years**.
- 2.3.4** Ensure that in addition to the formal training set out above, the DSL and DDSLs refresh their knowledge and skills e.g. via bulletins, meetings or further reading **at least annually**.
- 2.3.5** Ensure that every member of staff, paid and unpaid, and members of the governing board knows who the Designated Safeguarding Lead and his/her Deputies are and the procedures for passing on concerns from the **point of induction**.

At induction, **ALL** staff members, placement students and volunteers will be given full guidance on current safeguarding procedures within the school, and information about how to effectively report any concerns that they may have about our students.

Staff and visitors are required to complete a logging concern form and pass it in person to the DSL/DDSL as soon as they can wherever possible, should a concern arise.

Where this is not possible for student safety and supervision reasons etc, they will be expected to pass a log of concern form to the DSL/DDSLs ideally by the end of the same school day, and/or within a maximum period of 24 hours.

NB Concerns raised regarding alleged/potential physical or sexual abuse should always be passed on immediately and without delay.

- 2.3.6** Ensure that the DSL or DDSLs are **always** available (during school hours, during term-time or when students remain on site) to discuss any safeguarding concerns and that all staff are clear upon the course of action they must take if in exceptional circumstances the DSL and DDSL are not available.

Should this situation arise, staff will be expected to seek guidance from the highest member of SLT in the first instance, and in emergency situations they

will then take advice from the Children’s Social Care contact centre on (01733 864170/80) or the Children with disabilities Social Care team – 0-25 service on (01733) 864397.

2.3.7 Our out of hour/term contact details are as follows;

Arrangements for out of hours/term times:		
Role	Name	Contact
Head Teacher (mobile)	Mr Adam Brewster	07506388731
Deputy Head teacher (mobile)	Mrs Alison Ashworth	07506388736
School Business Manager (mobile)	Mr Mike Nelson	07701386722
Safeguarding & Welfare Manager (mobile)	Mrs Debbie Shaw	07395 797793

2.3.8 ensure that all of the child protection procedures are followed within the school under the guidance of the DSL and his/her DDSLs

2.3.9 nominate a governor for safeguarding and child protection who has undertaken appropriate training.

2.3.10 ensure **every** member of staff and **every** governor knows:

- the name of the designated safeguarding lead and his/her deputies and their role;
- how to identify the signs of abuse and neglect;
- how to pass on and record concerns about a pupil;
- that they have **an individual responsibility** to be alert to the signs and indicators of abuse; and for referring child protection concerns to the DSL/DDSL;
- that they have a responsibility to provide a safe environment in which children can learn and develop;
- where to find the Inter – Agency Procedures on the Safeguarding Children Partnership Board website (www.peterboroughlscb.org.uk/children-board);
- their role in the Early Help process;
- the process for making referrals to Children’s Social Care
- Ensure all staff members, placement students and volunteers undergo safeguarding and child protection training at induction.

2.3.11 ensure that staff training is regularly updated and that in addition to this training, all staff members receive regular safeguarding and child protection updates as required **but at least annually** as a minimum.

- 2.3.12** ensure that all staff, paid and unpaid, recognise their duty and feel able to raise concerns about poor or unsafe practice in regard to children and that such concerns are addressed sensitively and effectively in a timely manner in accordance with agreed whistle-blowing policies and procedures.
- 2.3.13** ensure that parents are informed of the responsibility placed on the school and staff in relation to child protection by setting out these duties in the school prospectus advertised on the school website at www.heltwate.co.uk or through other school information services
- 2.3.14** ensure that this policy is available publicly either via the school website or in hard copy on request to the school office on (01733) 262878.
- 2.3.15** where pupils are educated off site or in alternative provision, Heltwate School and the provider will have clear procedures for managing safeguarding concerns between the two agencies. Written confirmation that the alternative provider has carried out appropriate safeguarding checks on individuals working at the establishment will be sought by the school.
- 2.4.1** The Governing Board will ensure that all staff members volunteers and placement students have satisfactory checks, including where necessary, DBS in place and undergo safeguarding and child protection training **at induction and before they are allowed on site**. All training content for staff working with our students in regulated activities should be updated on a regular basis in line with the current Keeping Children Safe in Education guidance.
- 2.4.2** As safeguarding as a subject is too big to rely on a single training session, opportunities will be created for regular staff updates and sharing of information as required
- 2.4.3** The Governing Board will ensure that volunteers are subject to a risk assessment to determine the level of checks required. However, at Heltwate School given the specific needs and diverse disabilities and vulnerabilities of our students, all volunteers will be required to provide an independent reference and current DBS check document, irrespective of the duration of their offered supporting role. In addition, in the case of visiting placement and professional students a current DBS document and written reference from their professional body will also be required prior to entering the site/commencement of their placement

2.5 Liaison with Other Agencies

The school will:

- 2.5.1** work to develop effective links with relevant services to promote the safety and welfare of all pupils;

2.5.2 co-operate as required, in line with '[Working Together to Safeguard Children 2018](#)', with key agencies in their enquiries regarding child protection matters including attendance and providing written reports at child protection conferences and core groups;

2.5.3 notify the relevant Social Care team or unit immediately if:

- it should have to exclude a pupil who is subject to a Child Protection Plan (fixed term or permanently)
- there is an unexplained absence of a pupil who is subject to a Child Protection Plan
- there is any change in circumstances of a pupil who is subject to a Child Protection Plan.

2.5.4 follow the mandatory duty to inform the local authority of any 'Private Fostering' arrangements. i.e. when parents arrange for a child to stay with an adult who is not a close relative for more than 28 days.

2.6 Record Keeping

The school will:

- 2.6.1** keep clear, detailed, accurate written records of concerns about children (noting the date, event and action taken), even when there is no need to refer the matter to Social Care immediately;
- 2.6.2** ensure all records are kept securely, separate from the main pupil file, and in a locked location;
- 2.6.3** ensure all relevant child protection records are sent to the receiving school or establishment when a pupil moves schools in accordance with '[Keeping Children Safe in Education](#)' (September 2019) and the Education Safeguarding Team's [Guidance on Keeping and Managing Child Safeguarding Records](#).

The DSL will consider whether it would be appropriate to share information with the new school/college in advance of a child leaving our school.

- 2.6.4** make parents aware openly and transparently that such records exist, except where to do so would place the child at risk of additional harm.
- 2.6.5** all actions and decisions will be led by what is considered to be in the best interests of the child.

2.7 Confidentiality and information sharing

- 2.7.1 The Data Protection Act 2018 does not prevent school staff from sharing information with relevant agencies, where that information may help to protect a child.
- 2.7.2 All staff and where necessary volunteers will ensure confidentiality protocols are adhered to and information is shared appropriately and according to GDPR guidelines. If in any doubts about confidentiality, staff should seek advice from a senior manager or outside agency as required.
- 2.7.3 Whilst consent to share information will generally be sought, sharing without consent will take place should the safety of a child be at risk. Any decision not to share will be recorded in the relevant child's safeguarding file.
- 2.7.4 The Head teacher/Designated Safeguarding Lead or his/her deputies will only disclose any confidential information about a pupil to other members of staff on a strict need to know basis. Parental consent to do so may be required, and each case will be considered on an individual basis, and recorded as necessary.
- 2.7.5 If a member of staff receives a Subject Access Request (under the Data Protection Act 2018) from pupil or a parent, they will refer the request to the DSL or Head teacher as soon as possible.
- 2.7.6 All staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children.
- 2.7.7 All staff must be aware that they cannot promise a child to keep secrets.

2.8 Communication with parents/carers

The school will:

- 2.8.1 ensure that parents and carers have an understanding of the responsibility placed on the school and staff for child protection by setting out its obligations in the school brochure/on the school website;
- 2.8.2 undertake appropriate discussion with parents prior to involvement of another agency unless specific circumstances preclude this. **Parents/carers should generally be consulted before a referral is made about them or their child to another agency but there are certain circumstances when this is not the case or possible.**

Staff are encouraged to seek advice from Social Care if they believe that notifying parents could increase the risk of harm to the child. Further

guidance on this can be found in the Inter-agency **Procedures of the Safeguarding Children Partnership Board**.

Particular circumstances where parents **may not** be informed include any disclosure of sexual abuse or physical abuse where the child has an injury or where it may lead to the loss of evidence.

- 2.8.3** record what discussions have taken place with parents on the 'Log of Concern' or the 'Contact made' forms about a Child's welfare. If a decision has been made not to discuss concerns with parents, the reason should be recorded and retained in the child's individual Child Protection file, so that reasons can be provided later if required.

2.9 Dealing with Sexual Violence and Sexual harassment between children

Heltwate School recognises that sexual violence and sexual harassment can occur between two children of any age and sex.

- Sexual violence may include rape, assault by penetration or sexual assault.
- Sexual harassment refers to 'unwanted conduct of a sexual nature', such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone.
- Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

The school will:

- 2.9.1** Be clear that sexual violence and sexual harassment will not be tolerated.
- 2.9.2** Provide training for staff on how to manage a report of sexual violence or sexual harassment.
- 2.9.3** Make decisions on a case-by-case basis.
- 2.9.4** Reassure victims that they are being taken seriously, offer appropriate support and take the wishes of the victim into account when decision making.
- 2.9.5** Implement measures to keep the victim, alleged perpetrator and, if necessary, other children and staff members safe. Record any risk assessments and keep them under review.
- 2.9.6** Give consideration to the welfare of both the victim(s) and perpetrator(s) in these situations.
- 2.9.7** Liaise closely with external agencies, including police and social care when required.
- 2.9.8** Further guidance can be found in '[Keeping Children Safe in Education - Part Five](#)' (September 2019), '[Sexual violence and sexual harassment between children in schools and colleges](#),' (DfE, May 2018) and '[Sexting in schools and](#)



colleges: [Responding to incidents and safeguarding young people](#)' published by the UK Council for Child Internet Safety (UKCCIS)

3. SUPPORTING CHILDREN

The school recognises that **any** child may be subject to abuse and neglect and as such will support all children by:

- 3.1. Providing curricular opportunities to encourage self-esteem and self-motivation.
- 3.2. Creating an ethos that actively promotes a positive, supportive and safe environment and values the whole community.
- 3.3. Applying the school's behaviour policy effectively. All staff will agree on a consistent approach, which focuses on the behaviour of the child but does not damage the pupil's sense of self-worth. The school will ensure that the pupil knows that some behaviour is unacceptable but s/he is valued and not to be blamed for any abuse which has occurred.
- 3.4. Liaising with other agencies which support the pupil such as Social Care, Child and Adolescent Mental Health Services, Cambridgeshire Sexual Behaviour Service or Early Help Teams.
- 3.5. Developing productive and supportive relationships with parents/carers.
- 3.6. The school recognises that whilst **any** child may benefit from Early Help, staff are encouraged to consider the wider environmental factors present in a child's life which could pose a threat to their welfare or safety, (contextual safeguarding). Staff are required to be particularly alert to the potential need for early help for:

3.6.1 Children with Disabilities, Additional Learning Needs or Special Educational Needs

We recognise that statistically, children with additional needs, special educational needs, emotional and behavioural difficulties and disabilities are most vulnerable to abuse, and that this therefore in context refers to our entire student community.

Our school staff support children with complex and multiple disabilities and/or emotional and behavioural problems on a daily basis and must be particularly sensitive to discreet indicators of potential abuse.

- We are a school who educates and supports pupils who on occasion may exhibit significant emotional and behavioural difficulties and/or challenging behaviours. The school will support staff to decide appropriate strategies that will reduce anxiety for the individual child and raise their self-esteem as part of an overall behaviour support plan agreed and developed collaboratively

with parents/carers and other professionals as required, and in the child's best interests.

- As part of the PSHE curriculum staff will teach children personal safety skills commensurate with their age, ability and needs. Children will be taught personal safety skills such as: how to recognise if they are feeling unsafe including within family relationships and friendships; how to ask for help; the difference between safe and unsafe secrets; the difference between safe and unsafe physical contact; and how recognise and manage risk including in a digital context. The content of lessons will be shared with parents/carers so that these skills can be supported at home.
- We will endeavour to create an ethos throughout the school where every child can share their worries with a trusted adult, safe in the knowledge that their concerns will be respected, listened to and supported as necessary, and without judgement or apportionment of any blame.
- At Heltwate School, we support many pupils who have complex communication difficulties and we are aware that they are vulnerable to abuse because they are unable to express themselves to others easily. We are aware that instead, such children will often exhibit changes in behaviours or other signs and indicators of abuse. Our staff will ensure that they have a detailed and personal knowledge of the children in their care to enable them to recognise subtle changes in the child's behaviour which may indicate that something may be wrong.
- We will work with parents/carers and other agencies to ensure that wherever possible, every child has the ability to communicate a worry or concern effectively, and that these will be considered as significant until proven otherwise. If the latter is found to be the case, staff will provide reassurance and emotional support as needed
- All pupils at Heltwate School have an Education, Health and Care Plan and multi-agency planning and involvement to support integrated care.

3.6.2 Young Carers

Heltwate School recognises that children who are living in a home environment which requires them to act as a young carer for a family member or a friend, who is ill, disabled or misuses drugs or alcohol can increase their vulnerability and that they may need additional support and protection.

We will:

- seek to identify young carers;
- offer additional support internally;
- signpost to external agencies;

- be particularly vigilant to the welfare of young carers and follow the procedures outlined in this policy, referring to Early Help or Social Care as required if concerns arise.

3.6.3 Children at Risk of Criminal Exploitation

Criminal exploitation of children is a form of harm that is a typical feature of county lines activity. Drug networks or gangs exploit children and young people to carry drugs and money from urban areas to suburban and rural areas. Exploitation can occur even if activity appears to be consensual.

School will address indicators of child criminal exploitation with staff through training. Staff will follow the procedures outlined in this policy if concerns of criminal exploitation arise.

The Designated Safeguarding Lead and/or his/her deputies will complete the Safeguarding Children Partnership Board's [Exploitation \(CSE/ Criminal/Gangs\) Risk Assessment and Management Tool](#) and refer to Social Care if there is a concern that a young person may be at risk of criminal exploitation.

The school recognises that young people who go missing can be at increased risk of child criminal exploitation and/or trafficking and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions – (see 3.6.4).

3.6.4 Children Frequently Missing Education

We recognise that children going missing, particularly repeatedly, can act as a warning sign of a range of safeguarding possibilities including abuse, neglect, child sexual exploitation and child criminal exploitation, mental health problems, risk of substance abuse, risk of travelling to conflict zones, and risk of FGM or forced marriage.

The school monitors attendance of individual pupils closely, as outlined in our Attendance Policy, and analyses patterns of absence to aid early identification of concerning patterns of attendance.

We endeavour and expect to be notified of more than one **current** emergency contact for each pupil to provide additional options to make contact with a responsible adult when a child missing from education is identified as a welfare and/or safeguarding concern.

When a child is missing from education, Heltwate School will follow the procedure as set out in **Cambridgeshire's Children Missing Education guidance**.

The school will inform the Education Welfare Officer and Social Care if a missing child is subject to a Child Protection Plan or there have been ongoing concerns.

3.6.5 Children at risk of misusing Drugs or Alcohol

In a mainstream setting, the discovery that a young person is misusing legal or illegal substances or reported evidence of their substance misuse may not be sufficient in itself to initiate child protection proceedings.

However at Heltwate School we recognise that our students do not necessarily have the cognitive ability to understand the consequences of such substance abuse, and wherever needed we will endeavour to protect them accordingly by referral to appropriate support agencies as required

We further acknowledge that such substance abuse may:

- cause a young person with SENs and learning difficulties to be vulnerable to other forms of abuse such as sexual abuse and exploitation;
- be related to reckless behaviours as a result of abuse or be caused through pressure or incentives from others, particularly adults who are not focussed on the well-being of the individual;
- be linked to parent/carer substance misuse in the home environment;
- indicate an urgent health or safeguarding concern such as a critical mental health need;
- put a child at additional risk of harm through any substance associated criminality or through gang exploitation

We consider such risks as extreme and will endeavour to support our students by safeguarding their needs accordingly through referral to either social care or where needed to the police.

3.6.6 Children at risk of Sexual Exploitation

Child sexual exploitation is a form of child sexual abuse. It occurs where an individual or group takes advantage of an imbalance of power to coerce, manipulate or deceive a child or young person under the age of 18 into sexual activity (a) in exchange for something the victim needs or wants, and/or (b) for the financial advantage or increased status of the perpetrator or facilitator. The victim may have been sexually exploited even if the sexual activity appears consensual. Child sexual exploitation does not always involve physical contact; it can also occur through the use of technology.

Sexual exploitation can take many different forms from the seemingly 'consensual' relationship to serious organised crime involving gangs and groups. Potential indicators of sexual exploitation will be addressed within staff training, including raising awareness with staff that some young people who are being sexually

exploited do not show any external signs of abuse and may not recognise it as abuse. Staff will follow the procedures outlined in this policy if concerns of child sexual exploitation arise.

The Designated Safeguarding Lead will complete the **Safeguarding Children Partnership Board's Exploitation (CSE / Criminal/Gangs) Risk Assessment and Management Tool** and refer to Social Care if there is a concern that a young person may be at risk of CSE.

The school recognises that young people who go missing can be at increased risk of sexual exploitation and has procedures in place to ensure appropriate response to children and young people who go missing, particularly on repeat occasions (see 3.6.4).

3.6.7 Children living with Substance Misusing Parents/Carers

Misuse of drugs or alcohol is strongly associated with significant harm to children, especially when combined with other features such as domestic violence.

When the school receives information about drug and alcohol abuse by a child's parent/carers they will follow appropriate procedures.

This is particularly important if the following factors are present:

- Use of the family resources to finance the parent's dependency, characterised by inadequate food, heat and clothing for the children
- Children exposed to unsuitable care givers or visitors, e.g. customers or dealers
- The effects of alcohol misuse leading to an inappropriate display of sexual and/or aggressive behaviour
- Chaotic drug and alcohol use leading to emotional unavailability, irrational behaviour and reduced parental vigilance
- Disturbed moods as a result of withdrawal symptoms or dependency
- Unsafe storage of drugs and/or alcohol or injecting equipment
- Drugs and/or alcohol having an adverse impact on the growth and development of an unborn child.

3.6.8 Children Living with Domestic Abuse

Domestic Abuse is defined as any incident or pattern of incidents of controlling, coercive or threatening behaviour, violence or abuse between those aged 16 or over who are or have been intimate partners or family members regardless of gender or sexuality. This can encompass but is not limited to the following types of abuse: psychological, physical, sexual, financial and emotional.



Heltwate School recognises that where there is domestic abuse in a family, the children/young people will **always** be affected; the longer the violence continues, the greater the risk of significant and enduring harm, which they may carry with them into their adult life and relationships. Domestic Abuse can also affect children in their personal relationships as well as in the context of home life.

Our staff will follow the procedures outlined in this policy if concerns of domestic abuse arise. The school will vigilantly monitor the welfare of children living in domestic abuse households, offer support to them and contribute to any Multi-Agency Risk Assessment Conference (MARAC) safety plan as required.

At Heltwate School we are working in partnership with Cambridgeshire Police and Peterborough City Council to identify and provide appropriate support to pupils who have experienced domestic abuse in their home; this scheme is called Operation Encompass.

In order to achieve this, Cambridgeshire's Education Safeguarding Team will share police information of all domestic incidents, where one of our pupils has been present, with the Designated safeguarding lead.

On receipt of any information, the DSL/DA Lead will decide on the appropriate support the child may require. **The Operation Encompass information is stored in line with all other confidential safeguarding and child protection information.**

All information sharing and any resulting actions will be undertaken in accordance with the 'Cambridgeshire and Peterborough *Joint Agency Protocol for Domestic Abuse – Notifications to Schools, Colleges and Early Years settings*'.

3.6.9 Children at risk of 'Honour- Based' Violence including Female Genital Mutilation

So called '**honour-based' violence** encompasses incidents which have been committed to protect or defend the honour of the family and/or community, including breast ironing, female genital mutilation (FGM) and forced marriage.

The school takes these concerns very seriously and staff are made aware of the possible signs and indicators that may alert them to the possibility of HBV through training. Staff are required to treat all forms of HBV as abuse and follow the procedures outlined in this policy.

FGM is a procedure involving the partial or total removal of the external female genitalia or other injury to the female genital organs. FGM is illegal in the UK. Any indication that a child is at risk of FGM, where FGM is suspected, or where the woman is under 18, will be dealt with under the child protection procedures outlined in this policy.

Staff will report concerns to the DSL, who will make appropriate and timely referrals to Social Care. In these cases, **parents will not be informed before seeking advice** and the case will still be referred to social care even if it is against the pupil's wishes.

In accordance with the Female Genital Mutilation Act, it is a statutory duty for teachers in England and Wales to report 'known' cases of FGM in under-18s which they identify in the course of their professional work to the police.

Teachers should still consider and discuss any such case with the DSL or deputies and involve social care as appropriate, but the teacher must personally report to the police that an act of FGM appears to have been carried out.

3.6.10 Children who have returned home to their family from care

The school recognises that a previously looked after child potentially remains vulnerable. We will vigilantly monitor the welfare of previously looked after children (PCiC), keep records and notify Social Care as soon as there is a recurrence of a concern in accordance with the Cambridgeshire and Peterborough Safeguarding Children Partnership Board 'Inter - Agency Procedures.'

3.6.11. Children showing signs of Abuse and/or Neglect

Heltwate School recognises that experiencing abuse or neglect may have an adverse impact on children, which may last into adulthood without appropriate intervention and support.

School may be the only stable, secure and predictable element in the lives of children at risk. Children who have experienced abuse or neglect may display this through their own behaviour, which may be challenging and defiant or passive and withdrawn.

We recognise that children may develop abusive behaviours and that these children may need to be referred on for appropriate support and intervention.

School will provide training for staff to ensure that they have the skills to identify and report cases, or suspected cases, of abuse in accordance with the procedures outlined in this policy. The definitions of the four categories of abuse are attached (see Appendix A).

3.6.12. Children at Risk of Radicalisation

School recognises that children are vulnerable to extremist ideology and radicalisation and that protecting children from this risk forms part of the school's safeguarding response.

The governing board will ensure that the DSL has undertaken Prevent awareness training and that **all** staff receive training about the Prevent duty. Staff are required to be alert to changes in children's behaviour which could indicate they need help or protection. Concerns that a child is at risk of radicalisation are referred to the DSL in the usual way. If appropriate the DSL will make a Channel referral. The Channel panel is designed to work in the same way as other multi-agency structures that are used to safeguard individuals at risk — from drugs, knife and gun crime, gangs etc.

See also [‘The Prevent Duty, Departmental advice for schools and childcare providers’](#), DfE (June 2015), and [‘Revised Prevent Duty Guidance: for England and Wales,’](#) HM Government, (July 2015).

3.6.13. Privately Fostered Children

Private fostering is when a child under the age of 16, (under 18 if disabled) is provided with care and accommodation by a person who is not a parent, person with parental responsibility for them or relative in their own home **for 28 days or more**.

The school will follow the mandatory duty to inform the local authority of any ‘Private Fostering’ arrangements and refer to the Specialist Fostering Team.

3.6.14. Children who have family members in prison

Heltwate School is committed to supporting children and young people who have a parent or close relative in prison and will work collaboratively with the family to find the best ways of supporting the child.

We recognise that children with family members in prison are at risk of poor outcomes including poverty, stigma, isolation, poor mental health and poor attendance.

The school will treat information shared by the family confidentially and it will be shared on a ‘need to know’ basis.

The school will work with the family and the child to minimise the risk of the child not achieving their full potential.

3.6.15. Peer on Peer Abuse

Peer on peer abuse can manifest itself in many ways. This can include sexual bullying, being coerced to send sexual images, sexual assault and teenage relationship abuse. There are clear links with sexual exploitation and domestic abuse.

Any indication that a child has suffered from peer on peer abuse will be dealt with under the child protection procedures outlined in this policy, and victims will be supported appropriately and sensitively.

Consideration will always be given to the welfare of both the victim(s) and the perpetrator(s).

The school will include material within the curriculum that support children in keeping themselves safe from abuse, including abuse from their peers and online.

Additional guidance on sexting can be found in [‘Sexting in schools and colleges: Responding to incidents and safeguarding young people’](#) published by the UK Council for Internet safety (UKCCIS).

3.6.16. Child on Child Sexual Violence and Harassment

Children’s sexual behaviour exists within a wide continuum. Occasionally, sexual behaviour may give cause for concern, and may be considered harmful. Harmful sexual behaviour can occur online and/or offline and can also occur simultaneously between the two. Harmful sexual behaviour should be considered in a child protection context.

Sexual violence and sexual harassment can occur between two children of any age and sex. It can also occur through a group of children sexually assaulting or sexually harassing a single child or group of children.

Sexual violence may include rape, assault by penetration or sexual assault. Sexual harassment refers to ‘unwanted conduct or contact of a sexual nature’, such as sexual comments, sexual taunting or physical behaviour such as deliberately brushing against someone in a sexualised manner.

Online sexual harassment may include non-consensual sharing of sexual images and videos, sexualised online bullying, unwanted sexual comments and messages, and sexual exploitation, coercion and threats.

Sexual violence and sexual harassment will not be tolerated and is not an inevitable part of growing up.

The response given to a report from a child is important. All victims should be reassured that they are being taken seriously and that they will be supported and kept safe. The wishes of the victim in terms of how they want to proceed following a report should be taken into account, to allow them as much control and input as possible whilst the investigation progresses.

Any referral should follow the child protection procedures outlined in this policy.

Further guidance can be found in ‘**Sexual violence and sexual harassment between children in schools and colleges**’. DfE May 2018

Relationship and Sex Education (RSE) will include teaching about **consent**.

4. PREVENTING UNSUITABLE PEOPLE FROM WORKING WITH CHILDREN

- 4.1 The school has a separate safe recruitment policy which is compliant with local and national requirements and regularly reviewed to reflect DfE guidance.
- 4.2. We will operate safe recruitment practices including ensuring pre-employment checks, and appropriate DBS and reference checks are undertaken according to “Keeping Children Safe in Education”. (DfE 2019)
- 4.3. The governing board will ensure that at least one person on any appointment panel has undertaken safer recruitment training.
- 4.4. School staff should take care not to place themselves in a vulnerable position with a child. It is always advisable for interviews or work with individual children or parents to be conducted in view of other adults, wherever possible.
- 4.5. Any allegation of abuse made against a member of staff or volunteer will be reported straight away to the Head Teacher. In cases where the Head Teacher is the subject of an allegation, the allegation will be reported to the Chair of Governors. (See Allegations flowchart Appendix C1 (Cambridgeshire) and Appendix C2 (Peterborough). The school will follow the procedures set out in Part four of ‘Keeping Children Safe in Education’ (2019).
- 4.6. The school will consult with the Local Authority Designated Officer (LADO) in the event of an allegation being made against a member of staff or volunteer and adhere to the relevant procedures set out in ‘[Keeping Children Safe in Education](#)’, (2019) and the school's Personnel Manual from EPM Ltd
- 4.7. The Headteacher or Chair of Governors will ensure that all allegations are reported to the LADO **within one working day**. The LADO will advise on all further action to be taken. Please note that the Head Teacher or Chair of Governors should **not** seek to interview the child/ren or members of staff involved until advice has been sought. Doing so may compromise any police interviews that may be necessary.
- 4.8. The school will ensure that any disciplinary proceedings against staff or volunteers relating to child protection matters are concluded in full even when the member of staff or volunteer is no longer employed at the school

and that notification of any concerns is made to the relevant authorities and professional bodies and included in references where applicable.

- 4.9. Staff or volunteers who are the subject of an allegation have the right to have their case dealt with fairly, quickly, and consistently and to be kept informed of its progress. Suspension is not mandatory, nor is it automatic but, in some cases, staff may be suspended where this is deemed to be the best way to ensure that children are protected.
- 4.10. Consideration must be given to the needs of the child and a recognition that a child may make an allegation against an innocent party because they are too afraid to name the real perpetrator. It is rare for a child to make an entirely false or malicious allegation, although misunderstandings and misinterpretations of events do happen.
- 4.11. The school will ensure that **all** staff, paid and unpaid, are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents/carers as advised within the Local Authority's Code of Conduct: 'Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings' (May 2019). As part of the Induction process, all staff, **paid and unpaid**, will receive guidance about how to create appropriate professional boundaries (in both the real and virtual world) with all children, especially those with a disability or who are vulnerable. The school will ensure that all staff and volunteers are aware of the need for maintaining appropriate and professional boundaries in their relationships with pupils and parents.
- 4.12. All staff have **signed to confirm** that they have read '[Guidance for Safer Working Practice for Adults who work with Children and Young People in Education Settings](#)' (May 2019).
- 4.13. The school will ensure that staff and volunteers are aware that sexual relationships with pupils aged under 18 are unlawful and could result in legal proceedings taken against them under the Sexual Offences Act 2003 (Abuse of Position of Trust).
- 4.15. The school will ensure that communication between pupils and adults, by whatever method, are transparent and take place within clear and explicit professional boundaries and are open to scrutiny.
- 4.16. All staff are aware of their whistle blowing responsibilities and will promptly report any concerns in the interests of protecting children and staff from poor practice and/or unsuitable behaviour. This includes the requirement to self-disclose any personal issues which may impact on their suitability or ability to work in an education setting.

- 4.17. Staff will also be made aware of the need to report inappropriate sexualised behaviour to Children's Social Care.

5. OTHER RELATED POLICIES AND PROCEDURES

This policy links to our:

- Anti-bullying policy
- Attendance policy
- Behaviour policy
- Complaints procedure
- Critical Incident plan
- Equality policy
- **First Aid policy**
- Health and Safety policy
- Intimate Care policy
- **Lone Working policy**
- Online Safety and Acceptable Use policy
- **Physical Intervention and/or Use of Reasonable Force policy**
- **Protocol for children not collected from school at the end of the school day/activity**
- Safer Recruitment policy
- Staff Code of Conduct/Safer Working Practice
- Staff Discipline and Grievance procedures
- Supporting Pupils with Medical Conditions policy
- Whistleblowing policy

5.1. Whistle-blowing

All staff should be aware of their duty to raise concerns, where they exist, about the management of child protection, including the attitude or actions of colleagues. Any concerns should be reported following the school's current Whistle Blowing Policy

5.2. Physical Intervention/Positive Handling

All permanent members of staff at Heltwate School have the opportunity to be trained in a form of positive handling, known as Team Teach. Staff receive full training biennially and a refresher on an annual basis, usually at the beginning of each academic year.

Staff joining us mid-year **must not** engage in any form of positive handling until they have received the full initial training from our in-house trainers. This expectation excludes situations where the adult not acting would put the life and/or well-being of the student at significant risk.



Volunteers **must also** not physically support trained staff on the very rare occasions when restraint may be deemed necessary, or engage in any form of positive handling themselves, unless the student's life and well-being is in danger or at risk of significant harm.

Our policy on physical intervention by staff is set out in a separate document and is reviewed annually by the governing body. We fully acknowledge that staff must only ever use physical intervention as a very last resort, and that at all times, it must be of the minimum force and duration necessary and only to prevent injury to themselves, another person or property.

5.3. Bullying

Our policy on bullying is set out in a separate document and is reviewed annually by the governing board. This policy will include reference to all prejudice related bullying. We acknowledge that to allow or condone bullying may lead to consideration under child protection procedures.

5.4. Prejudice Related Incidents

Our policy/guidance on prejudiced related incidents is set out in a separate document and is reviewed annually by the governing body. We acknowledge that repeated prejudice related incidents or a single serious incident may lead to consideration under child protection procedures.

5.5. Health and Safety

Our Health and Safety policy is set out in a separate document and is reviewed annually by the governing board. It reflects the consideration we give to the protection of our children both within the school environment and when away from the school when undertaking school trips and visits.

5.6. Online Safety and Acceptable Use Policy

Our policy is set out in a separate document and is reviewed annually. Online safety is included in the curriculum at all levels and information will be provided to parents.

5.7. Use of Mobile Phones Policy

This is a requirement for all Nursery or primary schools with EYFS provision.

Our policy on use of mobile phones, cameras and sharing of images is set out in a separate document and is reviewed annually. It is recognised that personal mobile phones have the potential to be used inappropriately and therefore the school has developed a policy to outline the required protocol for all staff, students, volunteers and parents/carers.

5.8. Extended After School Activities

If the governing board provides extended school facilities after school activities directly under the supervision or management of school staff, the school's arrangements for safeguarding as written in this policy shall apply.

Where services or activities are provided separately by another body the governing body will seek assurance that the body concerned has appropriate policies and procedures in place for safeguarding children and child protection and there are arrangements to liaise with the school on these matters where appropriate.

5.9. Governing Board Child Protection Responsibilities

The governing board fully recognises its responsibilities with regard to child protection and safeguarding and promoting the welfare of children. It aims to ensure that the policies, procedures and training in school are effective and comply with the law and government guidance at all times.

It will:

- Nominate a governor for safeguarding and child protection who will take leadership responsibility for the school's safeguarding arrangements and practice and champion child protection issues.
- Ensure an annual report is made to the full governing board and copied to the Education Safeguarding Team. Any weaknesses will be rectified without delay.
- Ensure that this Safeguarding and Child Protection policy is annually reviewed and updated and shared with staff. It will be made available on the school website.
- Ensure that children's exposure to potential risks while using the internet is limited by having in place age appropriate filtering and monitoring systems.
- Ensure children's wishes and feelings are taken into account where there are safeguarding concerns.

6. MONITORING and EVALUATION

Our Safeguarding and Child Protection policy and procedures will be monitored and evaluated by:

- Governing Board visits to the school
- SLT 'drop ins' and discussions with children and staff
- Pupil surveys
- Scrutiny of attendance data
- Scrutiny of a range of risk assessments
- Monitoring of logs of behaviour and prejudice related incidents
- Review of parental concerns



This policy was ratified by the governing board on

and will be reviewed on

Signed by the Head teacher

Appendix A

Four categories of abuse

Physical Abuse –

This may involve hitting, shaking, throwing, poisoning, burning or scalding, drowning, suffocating, or otherwise causing physical harm to a child. Physical harm may also be caused when a parent or carer fabricates the symptoms of, or deliberately induces, illness in a child.

Neglect –

This is the persistent failure to meet a child's basic physical and/or psychological needs, likely to result in the serious impairment of the child's health or development. It may occur during pregnancy as a result of maternal substance misuse. It may involve the neglect of or lack of responsiveness to a child's basic emotional needs.

It also includes parents or carers failing to:

- Provide adequate food, clothing and shelter including exclusion from home or abandonment
- Protect a child from physical and emotional harm or danger
- Ensure adequate supervision including the use of inadequate care-givers
- Ensure access to appropriate medical care or treatment

Emotional Abuse –

This is the persistent emotional maltreatment so as to cause severe and adverse effects on a child's emotional development.

It may involve conveying to a child that they are:

- Worthless
- Unloved
- Inadequate
- Valued only in so far as they meet another person's needs

It may include:

- not giving the child opportunities to express their views
- deliberately silencing them
- 'making fun' of what they say or how they communicate

It may also feature age or developmentally inappropriate expectations being imposed on children including:

- interactions that are beyond the child's developmental capability
- overprotection and limitation of exploration and learning
- preventing participation in normal social interaction.

It may involve:

- Seeing or hearing the ill-treatment of another
- Serious bullying (including cyberbullying) causing children frequently to feel frightened or in danger
- The exploitation or corruption of children

Some level of emotional abuse is involved in all types of maltreatment although it may occur alone

Sexual Abuse –

This involves forcing or enticing a child or young person to take part in sexual activities, not necessarily involving a high level of violence, whether or not the child is aware of what is happening.

It may involve:

- physical contact including assault by penetration (e.g. rape or oral sex)
- non-penetrative acts such as masturbation, kissing, rubbing and touching outside of clothing
- non-contact activities involving:
 - children in looking at, or in the production of, sexual images,
 - children in watching sexual activities
 - or encouraging children to behave in sexually inappropriate ways
- grooming a child in preparation for abuse (including via the internet).

Sexual abuse is not solely perpetrated by adult males. Women can also commit acts of sexual abuse, as can other children, singularly or in organised groups.



Useful Contacts - Cambridgeshire and Peterborough

- Cambridgeshire and Peterborough Safeguarding Children Partnership Board – Safeguarding Inter-Agency Procedures
<http://www.safeguardingcambspeterborough.org.uk/children-board/>
- Education Safeguarding Team
ECPSGeneral@cambridgeshire.gov.uk
- Police Child Abuse Investigation Unit – Tel: 101

Useful Contacts - Cambridgeshire

- Early Help Hub (EHH)
01480 376666
- Customer Service Centre – social care referrals
Tel: 0345 045 5203
- Emergency Duty Team (out of hours) - Tel: (01733 234724)
- Local Authority Designated Officer (LADO) – Tel: (01223) 727967

LADO@cambridgeshire.gov.uk

- **Jackie Ward**
- **Lynn Chesterton**
- Named Senior Officer for allegations – Tel: (01223) 703564
Education Adviser - **Chris**

Meddle

- Education Adviser – **Diane Stygal**- Tel (01223) 507115
- **Useful Contacts - Peterborough**



- Early Help
Tel: 01733 863649
- Customer Service Centre – Social Care referrals
Tel: 01733 864170/80
- Emergency Duty Team (Out of hours) – Tel: (01733) 234724
- Local Authority Designated Officer (LADO)
- Gisela Jarman – Tel: (01733) 864030
- Jane Bellamy – Tel: (01733) 864790

Relevant Documents

- “Guidance for Safer Working Practice for those working with children and young people in education settings” (May 2019)
- “Information sharing: Advice for practitioners providing safeguarding services to children, young people, parents and carers” (July 2018)
- “Keeping children safe in education: Statutory guidance for schools and colleges” (Sep 2019)
- “The Prevent Duty, Departmental advice for schools and childcare providers” (June 2015)
- “Revised Prevent Duty Guidance: for England and Wales” (July 2015)
- “Sexting in schools and colleges: Responding to incidents and safeguarding young people” published by the UK Council for Child Internet Safety (UKCCIS) – (September 2016)
- “Sexual violence and sexual harassment between children in schools and colleges” (May 2018)
- “What to do if you’re worried a child is being abused: Advice for practitioners” (March 2015)
- “Working Together to Safeguard Children: A guide to inter-agency working to safeguard and promote the welfare of children” (July 2018)